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ABSTRACT

This annual report of the General Studies Division of Brunswick Junior College includes a list of the division's goals and objectives and a summary of faculty activities to achieve those aims during the 1983-84 academic year. The report summarizes division activities related to the following goals: (1) to market programs more effectively--related objectives are to increase the number of students exposed to division programs and to increase student enrollment; (2) to increase the number of students who persist in division courses and programs--related objectives are to build support systems, strengthen basic skills, and encourage the use of campus academic support systems; (3) to develop programs to meet student needs and to reflect the desired balance in a liberal arts education--related objectives are to implement an honors program, initiate a "writing across the curriculum" program, and recommend program changes; (4) to emphasize faculty development--related objectives are to implement a faculty development program and encourage faculty to engage in scholarly publication, participate in professional organizations, and conduct research; (5) to emphasize excellence in teaching--related objectives are to emphasize personalized instruction and relate syllabi to department goals; (6) to support extracurricular student activities--related objectives are to support campus activities and sponsor student organizations; and (7) to support the institution--related objectives are to accept assignments and serve the community. Appendices include a memo on the use of modified management by objectives, 5-year plans for the division, enrollment statistics, and planning session minutes. (LAL)

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DIVISION OF GENERAL STUDIES

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ANNUAL REPORT
1983-1984

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JC 850 522

Brunswick Junior College
Brunswick, Georgia

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Brunswick Junior College

Altama at Fourth

Brunswick, Georgia 31523

Division of General Studies

Department of Humanities

August 30, 1984

A Unit of the
University System of Georgia

MEMORANDUM

TO: Dean Morgan Stapleton

FROM: Harry M. Langley, Chairman
Division of General Studies

RE: Annual Report for Division of General Studies

The 1983-84 academic year was a productive one for the Division. The annual report, which is attached, describes the accomplishments of the Division. The goals and objectives are listed in order with an extensive but not exhaustive summation of faculty activities; some activities of merit may not have been included.

In summary, the faculty of the Division promoted activities which brought high school students to the campus and exposed them to our programs, implemented support mechanisms to enhance the academic success of our students, analyzed and promoted our academic programs both on and off campus, participated actively in professional organizations and scholarly endeavors, emphasized a personal approach to instruction and developed methods of assessing teaching effectiveness. In addition, the faculty of this Division contributed greatly to extracurricular and cultural activities, including intramural and intercollegiate athletics, and to the support of the institution through the committee structure by which the College functions.

The faculty of the Division of General Studies contribute to the support of the College in all of its dimensions. The faculty are a valuable asset and I cannot extol their performance as effectively as their accomplishments do. The information within the annual report is useful and interesting. The five year plans are found in Appendix I.

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An Affirmative Action/Equal Employment and Educational Opportunity Institution

Introduction

The Goals of the Division of General Studies were formulated using the five year goals of the College, the emphases placed on retention and recruitment of students by the Administrative Staff, and the areas of performance for faculty evaluation as outlined in the Faculty Handbook. The Goals were developed during the 1982-83 academic year with input from faculty in a workshop in the fall, and expanded slightly in February and March of 1983. The Goals will remain essentially unchanged for the 1984-85 evaluation period; there were two objectives added. Refer to Appendix I.

Each goal of the Division and the objectives accompanying it will be discussed briefly. Representative accomplishments for the Division will be given. While it would be impossible to list all of the accomplishments, care has been taken to recognize the outstanding efforts of the faculty. Some worthy activities, however, may have been inadvertently omitted.

Goal 1: To market our programs more effectively

Objective: to increase the number of students who are exposed to the programs of the Division directly and indirectly

The faculty have sponsored and supported, as they have in the past, activities which expose prospective students to the programs of the Division. Examples of these activities follow:

Literary Exhibit: There were 111 papers submitted by 88 students representing 5 area high schools. Preparation for the exhibit included contacting high school English teachers,

making presentations to high school classes, processing the papers submitted, coordinating the evaluation of submissions, selecting outstanding contributions, arranging the literary exhibit and hostessing a reception attended by more than 35 participating students and members of their families.

Renaissance Entertainment by the Troubadour: Over 100 students from the world history classes at Glynn Academy attended the performance of the Troubadour.

Model United Nations: This year the Model UN was very successful. Approximately seventy representatives from five (5) local schools attended and four citizens from the community served as judges.

Regional Social Science Fair: There were more than 50 exhibits from students from local schools. Faculty of the Department of Social Science served as judges.

Natural Sciences and Mathematics High School Visitation: Ninety-two (92) students from Brunswick High School visited the Department in two groups. The students were treated to presentations on BJC, tours of the facilities and follow-up recruitment letters encouraging them to take advantage of BJC's "High Quality and Low Cost."

Guest speakers in High Schools: Faculty visited local schools to lecture on the job search, resume' writing, and the job interview.

Glynn County Elementary and High School Mathematics Tournament: The tournament was held at BJC. Faculty of the Department of Natural Sciences and Mathematics helped with local arrangements and served as tournament statistician.

High School Recruiting Trips and Probe Fairs: Several faculty were involved in visits to high schools and in representing the Division at probe fairs.

Cosponsor of Brunswick High School Science Club: A member of the Department of Natural Sciences cosponsored the local science club. Activities included individual research projects, and trips to science centers in Jacksonville.

Courses Through Continuing Education: Courses were offered by faculty to prospective students in the areas of rapid reading, grammar, SAT-verbal preparation, SAT - math review, spelling clinics, pre-college science review, and pre-college writing workshop. A more detailed description of the Division's contribution to Continuing Education is given under Service to the Institution.

Cultural and Extracurricular Activities: More than forty activities were sponsored by the faculty of the

Division. The public was invited to most of the activities through publicity in the Brunswick News or personal invitations. A more detailed listing of the activities is given under Service to the Institution.

Support of Minority Recruitment: Faculty of the Division served as tour guides for campus visitations and assisted with the minority recruitment home visits and phon-a-thon.

Brunswick News: Faculty of the Division wrote numerous articles for the Brunswick News reviewing local cultural activities but also promoting on-campus educational and cultural programs. There were 31 articles written by the Humanities Department, and examples included articles on the English Theme Award, English Research Award Winners, review of "Funny Girl," Jon Sundell concert, "You can't take it with you," Hatchell's book, St. Simons, "Critics Choice," Jacksonville symphony, Woodwind Quartet, 5 publicity releases on "Myth or Reality: Antebellum Life in Coastal Georgia," BJC Christmas Chorus, Community Symphony and the Rick Andrews Piano Concert on campus. The Department of Social Sciences published 8 articles on such activities as the Model United Nations, the film series on the "American Political Process," the program "The Treaty of Paris of 1783 and Its Impact on the Constitutional and Diplomatic Development of the United States," the "Yin and Yang in Redneck Country," and book reviews. The Department of Natural Sciences and Mathematics published an article on "Dr. Laurence W. Fredrick, Astronomer."

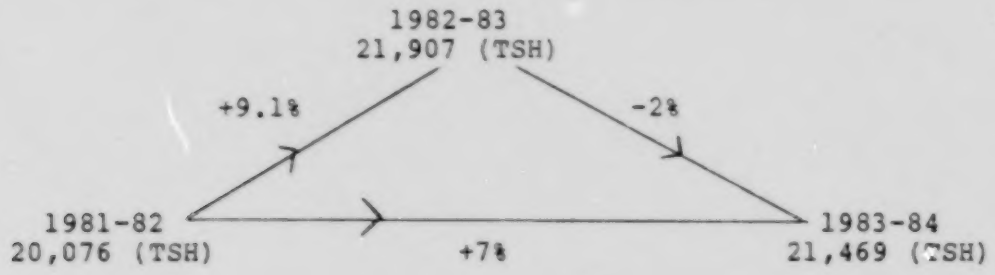
Although all of the publicity articles did not promote BJC, they did promote the arts, history and other emphases which are essential components of the philosophy of the Division.

Objective: to increase the number of students who enroll in our programs

Because of efforts to promote our programs (direct and indirect recruitment) and to retain students (personalizing the learning process), the Division had anticipated an increase in enrollment. There was a 8.8% increase fall quarter, a 5.8% decrease winter quarter and a 9.4% decrease spring quarter when compared to the same quarters of the 1982-83 academic year. These figures are misleading, however, since the total number of student hours generated per quarter normally decreases from fall to spring

quarters in a given academic year. The total student hours for the Division for 1982-83 was 21,907 (F' 7388, W' 7708, S' 6811). The total for the 1983-84 year was 21,469 (F' 8035, W' 7261, S' 6173). There was a 2% decrease in total student hours between the 1982-83 and 1983-84 academic years. If these figures are compared to the 1981-82 academic year with a total of 20,076 student hours (F'7228, W' 6769, S'6079), there was a 9.1% increase between 81-82 and 82-83, and a 6.9% increase between 81-82 and 83-84. While a decrease in enrollment for 1983-84 was disheartening, a 2% decrease cannot be viewed as significant, and enrollment was still 7% above 81-82 (See Table I). When viewed in relation to the decrease in enrollment of the College, about 4%, the Division contributed approximately one-fourth of the decline. Thus, the Division, comprising more than 50% of the College in terms of student hours generated, contributed a smaller proportion of the decrease in enrollment.

Table 1. Comparison of Total Student Hours (TSH) 1981-1984



There are several reasons why the Division may have shown a decline in enrollment. First, the amount of part-time money was reduced substantially. Courses in Criminal Justice were not

offered fall and winter quarters for the second year in a row. Business classes offered at night were reduced winter quarter to compensate for faculty overloads in the fall. Music, which often draws from the community, was not offered. These courses could have easily generated an additional 450 student hours (the difference between total student hours of 82-83 and 83-84). The business and criminal justice courses offered at night often attract students who would not otherwise enroll. The fact that the average class size in night school was 2.5 students lower than the year before (approximately 400 student hours for the year), while the average class size and number of classes for day courses remained unchanged, supports this view. Second, the use of the best faculty in business administration in the off-campus program at the Federal Law Enforcement Training Center (FLETC) weakened the continuity of instruction on campus. This is not to detract from the part-time instruction, but only to acknowledge that our most qualified and proficient business teachers teach half-time off campus. Third, the resignation of an English faculty person one week before the start of fall quarter, and of a social science faculty person three weeks after the beginning of winter quarter, overburdened our full-time faculty. The faculty accepted the challenge graciously and performed their tasks admirably. The milieu of change by itself, however, can entice students in associate degree programs to transfer a quarter or two early. Changes are disturbing to everyone, but students do not have to adapt. Fourth, there was no full-time night school coordinator this year. Students who attend night school need additional support. Fifth, all of these factors fit against a backdrop in

which BJC's discussion of and apparent enthusiasm for four-year status have waned observably. This point is important for transfer students, for they are the ones who intend to complete a baccalaureate degree.

Average class sizes for each Department for each quarter and for the year are given in Appendix II. The range in class size for each Department was: Business Administration 24.8 (spring) - 33.2 (winter), Humanities 19.2 (spring) - 22.8 (winter), Natural Sciences 18.5 (spring) - 28.7 (fall), and Social Sciences 24.7 (spring) - 32.5 (fall), for day classes only. The average class size of the Division for day courses was 24.4 students; this compares to an average of 24.5 for the 1982-83 academic year. The average class size for the night school was 19.2 students; this compares to an average class size of 21.7 students during the 1982-83 academic year. Average class sizes for day and night courses on campus and courses offered off-campus by full-time faculty were: Business Administration 23.9 (spring) - 27.9 (fall) with a yearly average of 26.4, Humanities 19.1 (spring) - 21.2 (winter) with a yearly average of 20.2, Natural Sciences 18.0 (spring) - 26.5 (fall) with an average of 22.7, and Social Sciences 24.2 (winter and spring) - 29.8 (fall) with a yearly average of 25.9 students. The average for the Division was 23.3 students. This includes all courses offered by full-time faculty on and off campus and by part-time faculty teaching on campus. The average for the 1982-83 academic year was 23.2 students. See Table 2.

Table 2. Average Class Size in Numbers of Students 1983-84

	Day Classes Only	All Classes Taught on Campus, and by FT Faculty Off Campus	
Business	24.8(S)-33.2(W)	23.9(S)-27.9(F)	$\bar{X}$ = 26.4
Humanities	19.2(S)-22.8(W)	19.1(S)-21.1(W)	$\bar{X}$ = 20.2
Natural Sciences	18.5(S)-28.7(F)	18.0(S)-26.5(F)	$\bar{X}$ = 22.7
Social Sciences	24.7(S)-32.5(F)	24.2(W,S)-29.8(F)	$\bar{X}$ = 25.9

(F) = fall; (W) = winter; (S) = spring; $\bar{X}$ = yearly average

Summaries of the additional courses taught by faculty, the number of persons with three or more preparations, the number of persons with class sizes of 30 or more students, and the number of classes taught for Developmental Studies are given in reports on enrollment statistics in Appendix II. During 1983-84, twelve (12) classes in Developmental Studies were staffed by faculty of the Division. This is equivalent to approximately 1320 additional student hours (i.e., 22 students per class x 12 x 5 = 1320).

Goal 2: To increase the number of students who persist in our courses and programs

Objective: to build support systems which increase student potential for academic success in our courses.

To personalize the learning experience should be a goal of the small college, but it must be balanced with evidence of teaching effectiveness in order to document quality of instruction. In attempts to personalize instruction the faculty have worked diligently to build academic support methods into their teaching. The support mechanisms serve to assist the student to achieve his academic potential. Attention has also been given to the effectiveness of teaching, i.e., outcomes assessment. In addition to improving syllabi and selecting more effective texts and support materials, the faculty have been involved in the following support efforts:

1. Study sessions before tests
2. Pre-tests and post-tests to identify areas in which students have difficulty and to monitor effectiveness of instructional methods
3. Portfolios of student progress in writing
4. Post-test and post-theme student conferences
5. Additional homework graded and returned
6. One-on-one tutoring of students out-of-class
7. Donation of time to the tutorial laboratory
8. Extra in-depth assignments for students of greater ability
9. Accounting laboratory for practice sets
10. Computer program sets

11. Increased number of office hours per day

12. Videotaping of lectures for student remediation

13. Audiotaping of lectures for student remediation

14. Home phone numbers on course syllabi for students who need additional help

15. Individualizing French and Spanish instruction

16. Laboratory review sessions

A more detailed listing of support measures used by faculty appears under the goal to improve teaching.

Objective: to strengthen basic skills through emphasis on these in our courses.

Many of the students who come to BJC have poorly developed study habits and skills. The faculty have attempted to remedy some of these deficiencies through emphasis on study skills and on time and stress management in the introductory sessions of courses. Some have conducted workshops for the advising program, focusing on note-taking, reading, and test-taking techniques. A short list of some of these activities follows. A more complete listing appears in the section on Service to the Institution.

1. Preparing numerous study aid packages

2. Incorporating study skills in introductions to classes: note-taking hints, how to prepare for an exam, etc.

3. Time-management workshops for adult women's group

4. Study skills, time-management, and stress management workshops on campus and at off-campus centers

5. Several faculty contributed to the Student Advisement Manual "Skills for Success."

Objective: to encourage use of academic support systems on campus, e.g., the tutorial and language laboratories.

One important method of building a strong system of academic support is to utilize existing facilities effectively and to adapt them to specific needs. For instance, the tutorial and language laboratories have been on campus for several years. A few faculty are donating time to the tutorial center. Others are referring students to the center for assistance. The language laboratory serves the language courses, and the English 101 instructors have adapted the facility to also support students who are learning to write. The Business faculty have created an accounting laboratory. Each of these disciplines has included (in course syllabi) assignments using the various facilities. These assignments, however, often require faculty supervision while using tapes and problem sets. By far, the most effective academic support used by faculty has been individual, out-of-class tutoring of students.

It is difficult to assess accurately the effectiveness of these academic support measures on the success of students. A few faculty, one in business and one in mathematics, have kept statistics on the success rates of students who take advantage of the personal support which is available. Both instructors feel that their efforts have been fruitful. Additional statistics on the impact of our programs on student persistence need to be generated. Grade report summaries for faculty of the Division have not been received for several quarters. These reports are used to determine withdrawal rates prior to midterm. The Office of Institutional Research conducted an initial survey on student retention a year ago. Perhaps a follow-up survey will supply the

data needed to assess our retention efforts.

Goal 3: To develop our programs to meet the needs of the students and to reflect the balance we desire in a liberal arts education

Objective: to plan and implement an Honors Program.

Planning for the Honors Program has progressed slowly. An emphasis on increasing class size coupled with reducing part-time money, has hindered implementation of pilot projects. Moreover, faculty opinion is divided as to whether the program is needed or can be effective. Nonetheless, an Honors English 102 class was offered winter quarter (two students won first and second places in the Barr Poetry Contest with poems written for this class). Two members of the Division are working through the Planning for the Future Committee on cost effective alternatives to a traditional honors program. If the College continues as one of its goals the development of an Honors Program, it must be supported budgetarily.

Objective: to plan and implement "writing across the curriculum."

Two of the members of the Division have attended workshops which had as theme "writing across the curriculum." At least eleven of the faculty have placed a greater emphasis on writing on tests. Among the disciplines including writing on exams are business, mathematics, biology, English, history, political science and sociology. A more formalized "writing across the curriculum" program will be designed by Winter of 1985. Implementation of components of the program are ahead of schedule.

Objective: to study and recommend program changes or modifications

Component parts of the program evaluation for the Division were completed by December of 1983. The complete document has not yet been edited. Parts of the evaluation have been analyzed but a thorough analysis will not be completed until the end of Winter Quarter 1985. Program modifications resulting from the analysis will be in effect the fall of 1985.

The computer science program was revised in 1982-83 and the new curriculum was implemented this year. Partial funding of the grant written by the Division (with the assistance of many others) to the Sapelo Island Research Foundation resulted in the purchase of twelve IBM personal computers (PC's) to add to the two acquired in 1982-83. Both faculty teaching in computer science upgraded their teaching skills to help strengthen our computer science program. Students in business are required to complete practice sets using the IBM PC's. Students taking make-up examinations in Biology 101 and 102 can take a computerized randomly selected multiple choice test designed by a member of the faculty. Faculty in English and Social Sciences have begun to integrate the use of the computer into their courses. The Division will continue to develop means to use the computers to augment classroom instruction and to facilitate student remediation.

The Chairmen of the Division and of the Department of Business Administration visited in the summer of 1983 three area colleges--Valdosta, Georgia Southern, and Savannah State--to determine the feasibility of developing a four-year program in

Business Administration at BJC. Discussions on the subject of a four-year program continue.

The Division and Department Chairmen visited the Schools of Arts and Sciences and Business at Georgia Southern College in early June. The purpose of the visit was to evaluate the strengths of our programs for transfer and to develop close professional ties with faculty of the host institution. The possibility of joint faculty development and cultural programs was discussed.

The Division and Department Chairmen met with representatives of the FLETC to discuss the feasibility of offering other support courses or a degree in criminal justice to Customs employees. If such programs develop, they would substantially increase the enrollment for the Division.

In order to guarantee quality in the off-campus instructional program the chairmen have improved the processes of hiring and evaluating faculty for off-campus centers. Part-time faculty must go through an orientation to the Division, teach by a syllabus used by full-time faculty, test using similar tests and testing methodology, maintain portfolios of student progress in courses which involve writing, and be open to in-class evaluation by the Chairmen and to student-teacher evaluation. A manual for part-time instructors is being developed. Plans are in progress to develop a teacher-training film, viewing of which will be mandatory for prospective part-time faculty. All of these efforts are to guarantee not only access of persons in our service area to our programs, but also access to quality education which is

reflective of the academic integrity of the home campus.

A program for a certificate in law enforcement was approved by the Division in 1982-83. It was implemented that year at Ft. Stewart by the Assistant to the Academic Dean. With a more active involvement of the Division in off-campus programs, plans have been laid to expand the offerings to the Kings Bay area. Moreover, the program has been approved for the main campus, and beginning in the fall of 1984 it will augment offerings in criminal justice.

Goal 4: To emphasize faculty development:

Objective: to plan and implement a faculty development program

In November of 1983 the Division devoted a 2 1/2 hour meeting to the content and design of a faculty development program. Subsequently, faculty submitted mini-projects for inclusion in the proposal. The faculty development plan will be completed by winter of 1985. Materials from the faculty workshop and copies of faculty mini-proposals are in Appendix III. The possibility of faculty exchange with Savannah State College was also discussed and two faculty plan to teach there winter and spring quarters of 1985.

Objective: to engage in scholarly publication.

The faculty were active in scholarly publication. There were more than 36 proposals/papers submitted for publication/presentation compared to 27 for the 1983-84 academic year. There were 7 presentations made compared to 9 for last year; five of these presentations were

at national conventions. A more detailed listing of professional accomplishments follows:

Presentations

"My South, Myself: Two Alternatives to the Southern Belle Myth," National Convention of the College Language Association, Memphis,Tennessee, April 1984. Dr. Freeman

"Body Language" Georgia Home Economist's Convention, Jekyll Island, Georgia, Spring 1984. Dr. Sterrett

"Handling Complaints and Body Language" Glynn County Tax Office, Brunswick, Georgia, Fall 1983. Dr. Sterrett

"Adaptation of Freshman Year Programs to Junior Colleges" a portion of a two-hour workshop at the Second National Conference on the Freshman Year Experience, University of South Carolina, Columbia, South Carolina, February 1984. Dr. Holloway

"Strategies for Designing and Implementing Freshman Year Programs," Second National Conference on the Freshman Year Experience, University of South Carolina, Columbia, South Carolina, February 1984. Dr. Langley

"Faculty Evaluation by Modified Management by Objectives," National Academic Chairperson Conference sponsored by the Center for Faculty Evaluation and Development, Kansas State University, Orlando, Florida, January 1984. Dr. Langley

"Management by Objectives, An Example," National Academic Chairperson Conference sponsored by the Center for Faculty Evaluation and Development, Kansas State University, Orlando, Florida, January 1984. Dr. Langley

Other Proposals Submitted

"Teaching of History" submitted to the Freshman Level Instruction Conference, Valdosta, Georgia. Dr. Ridgley

"Teaching Accounting Off-Campus" submitted to the Freshman Level Instruction Conference, Valdosta, Georgia. Dr. Sterrett

"Technical Writing" submitted to the Freshman Level Instruction Conference, Valdosta, Georgia. Drs. Freeman and Holloway

"Teaching Psychology" submitted to the First Annual Invitational Conference in Education meeting, Armstrong College, Savannah, Georgia. Dr. Denty

"Proposal for Impact Study at Kings Bay" submitted to the Kings Bay Steering Committee. Dr. Sterrett

"Proposal on Southern Women Writers" under preparation for submission to the Georgia Endowment for the Humanities. Dr. Freeman

"Humanities and Technology Association" submitted to the 8th Annual Conference, Interface 84, Drs. Freeman and Holloway

"Alice Walker" submitted to the College English Association. Dr. Freeman

"Strategies for Implementing Advising Programs" submitted to the 8th Annual Conference on Academic Advising, April 6, 1984. Dr. Langley

"Strategies for Implementing Curriculum Evaluation and Revision" submitted to the Northeast Regional Academic Affairs Administrators Conference, April 1, 1984. Dr. Langley

"Quality Through Off-Campus Programs," submitted to the 7th Annual Conference on Quality in Off-Campus Credit Programs: Today's Issues and Tommorow's Prospects. Drs. Langley and Sterrett

"Myth or Reality: Antebellum Life in Coastal Georgia" funded by the Georgia Endowment for the Humanities, member of grant proposal committee. Dr. Freeman

Publications/Papers Submitted for Publication

Book Review: Black Politicians and Reconstruction in Georgia, Edmund L. Drags, in Atlanta Historical Journal. Dr. Barber

Biographical Sketches: "Benjamin Ingham," "Charles Agustus Lafayette Lamar," "John McLeod," and "William McWhir," in Dictionary of Georgia Biography by the University of Georgia Press. Dr. Barber

Biographical Sketches: "Thomas Spaulding," "Phineas Miller," "William Longstreet," "Charles Adsit," "George Littles," and "Samuel W McCullie" in Dictionary of Georgia Biography by the University of Georgia Press. Dr. Ridgley

Biographical Sketches: "General E. R. S. Canby" and "Montgomery Meigs," in Encyclopedia of American Military Biography, by Greenwood publishers. Dr. Ridgley

Articles: "Automobile," and "Chicago" in Encyclopedia U.S.A. Vol. III. Dr. Ridgley

"Railroads and History of the Dakota's" submitted to Western History Quarterly. Dr. Ridgley

"The Color Coded Kore in the Novels of John Fowles," submitted to Novel: A Forum on Fiction. Dr. Holloway

"Anathemata and Apocalypse in The Glass Menagerie" submitted to The Tennessee Williams Review (University of Michigan). Dr. Holloway

"Apocalypse and Moment in the Poetry of David Jones" submitted to Faith and Reason (Christendom Press). Dr. Holloway

"The Ideal of the American Artifex" submitted to The Technical Writing Teacher (University of Minnesota). Dr. Holloway

"Ars, Prudentia, Ludes: Reflections of Jaques Maritain in David Jones' Dialectic of Art" submitted to Notes et Documents (Rome). Dr. Holloway

AAPT/NSTA High School Physics Examination Committee, Boston, Mass., April 5-8, 1984, edited questions for second examination. Mr. Hamilton

"Some Strategies for Designing and Implementing Freshman Year Programs" in Proceedings of Second National Conference: The Freshman Year Experience, Feb. 5-8, 1984, Columbia, South Carolina. Drs. Langley, Pafford and Holloway.

"Faculty Evaluation by Modified Management by Objectives" to be published in Proceedings of the National Academic Chairperson Conference by Kansas State University, January 27-29, 1984. Dr. Langley

"Management by Objectives, An Example" to be published in Issues in Higher Education, Vol. XIV by Kansas State University, September 1984. Dr. Langley

"Assessing the Taxonomic Similarity of Species Co-occurring in Faunal Samples: The Land Snails of Cedar Bog, Ohio." Dillon, Robert T., Jr., Thomas Schotland and Dr. Eugene Keferl

History of the Savannah District of the Corps of Engineers. Dr. Barber and Mr. Gann

"Graduate Education Programs in the Southeast" published by the Journal of Economic Education Fall 1983. Dr. Sterrett

"Primary Productivity of an Alkaline - Saline Lake in the Nebraska Sandhills" published by Southwestern Naturalist. Dr. Hiskey

"The Killing of the Weasel: Hermetism in the Fiction of John Fowles" by English Language Notes (University of Colorado). Dr. Holloway"

"The Pagan Liturgy of David Jones" in The Antigonish Review (Xavier University, Nova Scotia, Canada), Spring 1984, No. 53. Dr. Holloway

"Water Quality Investigation of Estuaries of Georgia," printed by Environmental Protection Division of the Georgia Department of Natural Resources, 1984. Dr. Keferl

The last six of the publications listed above were submitted last year and published recently.

Books in Progress

"Psychology of Adjustment" for Prentice Hall. Dr. Denty

"General Chemistry Laboratory Manual" for Burgess Publishing. Dr. Lokken

"English as a Second Language" for Prentice Hall. Dr. Holloway

"Laboratory Manual for General Biology" for Burgess Publishing. Drs. Keferl, Langley and Hiskey

"Communication Skills for Allied Health" for Prentice Hall. Dr. Freeman

Other Professional Accomplishments

Grant to the Sapelo Island Foundation, funded for $12,500 plus $12,500 matching for the purchase of IBM personal computers to be used for instructional support in computer science and continuing education. A modification of the original grant for $166,500 was resubmitted in October of 1982. Drs. Sterrett, Keferl, Freeman, Langley and Mr. Hamilton

Consulting for King Shrimp, Lewis Crab Factory. Dr. Sterrett

Consulting in the areas of computer programming and statistics. Mr. Whittle

Faculty Development presentation to the Division of General Studies. Dr. Denty

Attended a two-day workshop on "Advising the Liberal Arts Student." Mr. Edwards

Elected to Phi Delta Kappa. Ms. Doss

Research on planktonic succession in a small southern pond. Dr. Hiskey

Research on feasibility of benthic primary productivity study. Dr. Hiskey

Review of biological text materials--Charles Merrill Publishing Co. Dr. Hiskey

Completed work on gastropods in cave formations for Dr. George Brook, UGA. Dr. Keferl

Expert witness for Mr. Iannicelli during a DNR hearing on proposed rice plantation research. Dr. Keferl

Visiting scientist on the Geroge Bagby RIV, invited by Natural Marine Sanctuaries Coordinator for Gray's Reef. Dr. Keferl

Identified specimens of Molluscs for Florida State University. Dr. Keferl

Speech on "Body Language" to Brunswick Jaycettes. Dr. Sterrett

Attended College Classroom Instruction Conference, GSC. Dr. Freeman

Audited CS 110 PASCAL. Dr. Altman

Review of Psychology text materials for Dr. Denty

Review of Biology text materials for Prentice Hall. Dr. Langley

Speech on "Faculty of the Division of General Studies" to the Brunswick Rotary. Dr. Langley

Objective: to participate actively in professional organizations

Regents' Committees, Professional Associations

Hosted Regents' Committee on History, April 6. Chairman elect, Dr. Barber

Faculty Development Activity for Regents' Committee on Psychology for Spring 1984. Dr. Denty

Discussion of BJC's Technical Writing Philosophy at the Regents' Committee on English. Dr. Freeman

Submitted a report as chairman of a subcommittee on two-year

programs, Regents' Committee on Computer and Information Science. Mr. Hamilton

Regents' Committee on Chemistry. Chairman elect, Dr. Lokken

Local arrangements chairman for the Georgia Association of Historians. Dr. Barber

Member of local arrangements committee for the Georgia Association of Historians. Mr. Gann

Recorder for panel at Southeastern Conference for English in the two-year college. Dr. Freeman

Appointed to the board of editors for Journal of Business and Economic Perspectives. Dr. Sterrett

Attended the national meeting of the American Chemical Society, Washington, D.C. (partially at own expense). Dr. Lokken

Attended American Malacological meeting, Seattle, Washington (own expense). Dr. Keferl

All but two of the faculty attended at least one professional meeting during the year. Four of five of the presentations at national conventions were at the total expense of the presenters.

Objective: to engage in research

Faculty in biology, psychology, and history conducted research in their respective disciplines. These activities or publications which have resulted from them are listed in the preceding section.

Goal 5: To emphasize excellence in teaching:

Objective: to emphasize personalized instruction.

The faculty have personalized the instructional process considerably and are striving to do more. Examples of the activities follow with the names of some of the faculty who use each technique.

Video-Audio Taping for Student Support

Videotaping of class for remediation. Dr. Sterrett, Mr. Watson

Videotaping of class for feedback to instructor. Drs. Denty, Sterrett, Mr. Watson

Videotaping study skills seminars for student review. Dr. Holloway

Audiotaping of lectures for history which were made available to students in the library. Dr. Barber. Tapes were used 34 times in winter and 51 times in spring.

Tutoring

Small group and individual tutoring. Drs. Altman, Barber, Freeman, Holloway, Ms. Brown and Mr. Whittle. For example, Dr. Altman held 105 tutoring sessions for fall quarter of duration of from 1-65 minutes with an average time of about 12 minutes. Dr. Barber held 61 conferences and gave 56 retests to students of his developmental English class. Dr. Holloway held over 280 conferences with his English 101 students spring quarter.

Donation of time to the tutorial center. Dr. Barber, Mr. Whittle

Regular homework assignments graded and returned. Drs. Altman, Freeman, Holloway, Ms. Brown and Mr. Whittle. For example, Dr. Altman gave 8 homework assignments which were graded and returned for each Math 101 and 102 course and 4 for the calculus course; this was a total of over 600 homework papers graded in one quarter in addition to tests. Ms. Brown graded over 550 themes fall quarter for her English 101 and developmental English classes.

Study Skills

Developed 19 study aid packets. Dr. Holloway

Contributions to "Skills for Success." Drs. Denty, Holloway

How to organize study notes. Dr. Sterrett

5 points for reworking errors plus conference on study skills. Dr. Sterrett

Tips for notetaking, exam preparation. Ms. Doss

Study skills used in class introduction. Drs. Barber, Denty, Ridgley, Mr. Gann

Accounting, post-test conferences. Mr. Watson

Study Session/Lab Reviews

Study sessions before tests. Dr. Denty, Mr. Watson

Laboratory review sessions. Drs. Hiskey, Keferl, Langley

Accounting laboratory and practice sets. Business faculty

Referral to Tutorial and Language Laboratory

Tutorial lab referral. Drs. Barber, Holloway, Mr. Whittle. Dr. Holloway requires 7 visits to the tutorial lab for his English 101 students.

Individualized French and Spanish expanded to include night sessions. Mr. Edwards

Language lab referral, all English faculty require students to visit the language lab to reinforce learning with tapes.

Assessing Teaching Effectiveness

Pre-assessment tests in math. Mr. Whittle
Standardized pre-Algebra test. Dr. Altman

Use of Toledo test as diagnostic tests in Chemistry, use of ACS General Chemistry test for students completing Chemistry 123. Dr. Lokken

Comprehensive pre-test and final examination for Biology 101. Drs. Hiskey, Keferl, Langley

Early diagnostic tests in Economics/Accounting. Mr. Watson

Pre- and post-tests for History 201/202. Dr. Barber

Preinstructor questionnaire for use in History 201. Mr. Gann

Use of Newman-Camp Diagnostic test for writers. Dr. Holloway

Maintain portfolios of student progress in writing. All English faculty

Team evaluations of final themes. All English faculty

Standardized post-test in Anatomy and Physiology.
Dr. Langley

Others

Class visitation. Business faculty

Extra assignments for students of greater ability. Mr. Whittle

Mid-term student teacher evaluations. Drs. Barber, Denty, Freeman, Langley, Mr. Gann

Home/office numbers on syllabi. Business faculty

Average of 4 office hours per day. Dr. Barber, Ms. Doss

Personal history research project. Mr. Gann

Personal conferences with students. Dr. Sterrett

Writing Emphases on Tests (other than English classes)

Short answer and discussion in Biology 101. All biology faculty

Some writing in math. Mr. Whittle

Research papers in biology 101/102. All biology faculty

Research papers in microbiology. Dr. Keferl

Research papers in history. Mr. Gann

Book reviews in history. Dr. Barber

Writing on history tests. Drs. Barber, Ridgley, Mr. Gann

Short answer and discussion questions in business. Dr. Sterrett, Mr. Watson, Ms. Doss

All of the efforts of the faculty of the Division to personalize the instructional process and to assess teaching effectiveness must pay dividends in an increase in student learning and academic performance. It is worthy to note that all six faculty honored by the students for outstanding contributions to the teaching profession were from the Division of General Studies.

Objective: to relate course syllabi and content to the Department goals of the Small College Goals Inventory (SCGI).

Each department, through emphasis on writing on tests and for book reviews, term papers, etc., has related course syllabi and content to departmental goals of the SCGI. Various course syllabi have been modified to emphasize research skills, independent thought, and reasoning. More could be done in this area however.

Goal 6: To support extracurricular student activities

Objective: to support campus activities

The majority of campus activities were sponsored or coordinated by faculty of the Division of General Studies. A list of these activities follows:

Cultural and Extracurricular Activities Sponsored and Promoted

Model United Nations. Dr. Barber and Social Science faculty

Regional Social Science Fair. Mr. Gann and Social Science faculty

"The Treaty of Paris of 1783 and Its Impact on the Constitutional and Diplomatic Development of the United States." Dr. Barber, Mr. Gann

Cosponsor and assisted with Glynn County Elementary and High School Mathematics Tournament (May 12). Dr. Keferl, Ms. Jones

Dr. Laurence Fredrick, Astronomer "Ancient Monuments and the Game of Checkers." Mr. Hamilton

Film series "The American Political Process"--4 films with one repeat for American Association of Retired Persons (AARP) Dr. Barber, Mr. Gann

Yin and Yang in Redneck Country (three programs on Japanese culture). Dr. Denty

Writing contest English 102--Judges from community. Dr. Holloway

Jon Sundell concert. Dr. Holloway

Representative on Steering Committee for workshop on"Ethics and the Probate of Legal Competency." Mr. Edwards

High School Literary Exhibit--contest, exhibit and reception. Ms. Brown

English Essay Award--English 101 - community selection committee. Dr. Freeman

Ricky Andrews piano concert. Ms. Brown

Chair, Barr Poetry Contest. Ms. Brown

Regents Review evening workshops. Dr. Freeman, Ms. Brown

Natural Science high school visitation, two visits from Brunswick High School. Dr. Lokken and Natural Science faculty

Time management, study skill, and stress management workshops (6 on campus and 3 off campus). Drs. Altman, Holloway, Denty

"Search for Solutions" film series of two. Mr. Hamilton

Art Exhibits in BJC Library. Dr. Freeman

- Kay Schwartz
- Nat Hamlin
- Bill Hendrix
- Dr. Ken Wallin (oil painting)
- Georgia Mountain Crafts Touring Exhibition
- Neil Glasscock (photography)
- Mary Griffith (water color)
- Georgia Watercolor Society 1984 Touring Exhibition (reception)

Cosponsored and made all pre-campus arrangements for Black History Month Programs in February. Dr. Freeman

- Program on Black Music (presented twice--day and evening)
- Program on Black Dramatist - Lorraine Hansberry
- Program on Black literary history, "The Harlem Renaissance and Beyond"
- Two programs by 1981 American Book Award Winner Toni Cade Bambara

Sponsored Renaissance entertainment by the Troubadour. Dr. Freeman

The faculty also supported two major activities promoted by another Division. In minority recruitment the faculty served as tour guides, participated in the phon-a-thons and in visits to the homes of prospective students. In the health fair Mr. Hamilton programmed the computer for calculation of percent body fat, Dr. Denty gave a lecture on stress management, and Mr. Whittle handed out health foods.

It is apparent from reading the above list of activities of the faculty of the Division, that due to their efforts in planning and implementing cultural and academic programs the College has an enhanced extracurricular environment.

There were 38 courses offered in Continuing Education:

Table 3. Continuing Education Courses Offered

Fall - Winter Course Title and Instructor	Spring-Summer Course Title and Instructor
Spelling Clinic. SAT-Verbal. Ms. Brown	Accounting, FLETC #405. Accounting, FLETC #406. Accounting, FLETC #407. Dr. Sterrett, Mr. Watson, Ms. Doss
Stress Management. Career Choice. Dr. Denty	Computer Programming (4 classes). Mr. Whittle
Writers Workshop. Dr. Freeman	Grammar Review for Adults (2 classes). Dr. Holloway
Grammar Review. Memory Skills. Rapid Reading. Tutoring. Dr. Holloway	Life/Career Workshop. Dr. Denty
Pre-College Science Review. Dr. Langley	Memory Skills (Mnemonics) (2 classes). Dr. Holloway
Great Decisions, Adults. Great Decisions, Youth. Dr. Ridgley	Rapid Reading (2 classes). Dr. Holloway
Accounting, FLETC. Income tax. Management Skills. Dr.Sterrett	Study Skills (Kings Bay). Dr. Holloway
Accounting, FLETC. Mr. Watson	Writer's Workshop (2 classes). Dr. Freeman
Computer Programming. SAT-Math. Tutoring. Mr. Whittle	Accounting, FLETC #408. Dr. Sterrett, Ms. Doss
	Science Review, Pre-College. Dr. Langley

Some of the Continuing Education Courses did not make. Others varied considerably in number of hours duration and people served. Each accounting course offered at FLETC was at least a forty-hour course taught in a 2-3 week block of time.

Objective: to sponsor clubs, organizations, and/or activities

The faculty participated in the sports program by: coordinating the publication and selling of ads for the Athletics Program "Mariners on the Move," Dr. Sterrett, coordinated, Dr. Keferl, Mr. Hamilton sold adds; serving as timers and scorers for basketball, Dr. Keferl, Mr. Hamilton, Mr. Gann; and taking up tickets at games, seating spectators, guarding the doors, all faculty and staff. In other areas of campus life faculty sponsored clubs, served as judges for cheerleaders, and dances, and supported other activities with attendance. The business faculty participated as sponsors of Phi Beta Lambda, a business club. The faculty participation in intramurals was coordinated by Mr. Hamilton. Many faculty participated in various intramural activities.

Goal 7: To support the Institution

Objective: to accept difficult or time-consuming assignments on committees, in academic advisement, etc.

Sixty percent of the faculty representation on standing committees for 1983-84 came from this Division. The committees with the greatest workload had a greater percentage representation from our faculty. In the faculty development workshop prior to fall quarter, faculty served as presenters as well as participants. Faculty served as orientation group leaders, and supported greatly the two activities sponsored by another division.

Faculty coordinated and participated in advising workshops; developed and presented workshops in study skills, time management, and stress management; supported the adult women's

group; and served as minority advisors for the new support system for minority students. All faculty advised students with the range in advising load being from 14-50 students per advisor.

In the area of recruitment, faculty represented the College at Probe Fairs and visits to high schools, invited high school students to participate in activities on campus, helped with minority recruitment and mailed out personal letters to prospective students.

Objective: to serve the Brunswick Community in areas related to the instructor's professional competence.

Faculty served as consultants to local businesses, held major roles in community plays, contributed to the Brunswick Rotary, United Way, and Scouts. The faculty are supportive of the Brunswick Community.

Appendix I

Memorandum on MMBO's 1984-85 Including
Goals of 1983-84 . . . . . .

Five-Year Plans for the Division . . . . . .

BRUNSWICK JUNIOR COLLEGE
Brunswick, Georgia

March 26, 1984

MEMORANDUM

TO: Faculty
Division of General Studies

FROM: Harry M. Langley, Chairman

RE: MBO's for 1984-85

Please begin to formulate activities for your 1984-85 MBO's. Use the guidelines distributed in April of 1983. The goals for the Division remain unaltered except for the following additions.

Under Goal 3: to develop our programs to meet the needs of the students and to reflect the balance we desire in a liberal arts education

add the objective: to seek outside sources of funding to support our programs

Under Goal 5: to emphasize excellence in teaching

add the objective: to develop means of assessing the effectiveness of instruction

I am requesting that each Department plan to write at least one grant of a sizable sum ($10,000 or more) or perhaps several smaller grants or an activity for a Title III. I realize that at one time or another members of each Department have secured grant monies for support of extracurricular activities, research, or purchase of equipment. Let us use this expertise to develop our programs and areas of emphasis.

I am also requesting that each faculty person make attempts to develop means of assessing the effectiveness of his/her instruction. The emphases this year in teaching will be on personalizing the learning experience and assessing the effectiveness of instruction.

I wish to emphasize the importance of keeping me apprised through periodic documentation of your progress on the MBO. Also, renegotiation is for your protection. Use it when necessary.

Copies of guidelines, examples of ratings, timetable and Division goals are attached for your convenience

FACULTY EVALUATIONS 1983-84 ACADEMIC YEAR

EVALUATION BY OBJECTIVES: The following are guidelines for the Modified Management by Objectives (MMBO):

1. The activities chosen should be placed within one of the following areas: Teaching, Service to the Institution and Professional Development. Each member of the faculty will be rated during the overall evaluation by the President and Academic Dean in the area of Academic Achievement. Academic Achievement is defined as the level of scholarly achievement (degrees earned), and in the case of persons at a masters level, progress toward an advanced degree. It would also include course work taken to become certified to teach in another subject area. A person with a master's degree pursuing a doctorate or any member of the faculty who wishes to become proficient in another teaching area through graduate level study, can select Academic Achievement as one area of emphasis.

2. Activities must be related to Teaching, Service to the Institution, and Professional Development. Academic Achievement can substitute for Professional Development as described in #1 above.

3. The teaching component is weighted not less than 50% - "a maximum of 10% of the value allotted for teaching may be apportioned to student evaluations." In the case where faculty design activities which emphasize a personalized approach to instruction (theme or test conferences; study reviews, lab reviews, personal tutoring, etc.), and where the quality of the instruction can be in some way measured (pretest and post test, standardized exams, Departmental exams, Regents' etc.), the teaching component may be weighted 60-65% of the MMBO. Each of the remaining major components must have a weight of at least 10% with the total for all three components equal to 100%.

4. The major areas chosen are to be weighted, rather than valuing each activity within a given area. This will allow for some flexibility.

5. The faculty person must decide on a means of measuring the performance of a given activity. The measure of performance must meet with the approval of the Department and Division Chairmen.

6. In consultation with the Department and Division Chairmen the MMBOs will be rated. They will be rated as "high"
   "medium"
   "low"
   This rating in no way guarantees a certain overall evaluation. The rating serves to give the faculty person a relative idea of the performance level of that particular MMBO. If the faculty person wishes to improve the rating, the Department and Division Chairmen together will offer constructive suggestions for improvement of the MMBO. It is the faculty person's responsibility to upgrade his/her MMBO and if so done, it will be rated again by the chairmen. Please see attachment for examples of ratings in each area.

7. The faculty person must document progress on activities to both Department and Division Chairmen.

8. Opportunities for renegotiation will allow for adjustments to the MMBOs. The renegotiation conference must be initiated by the faculty person.

9. The final evaluation will rate each of the components of evaluation as either high, good or in need of improvement. An overall rating will be given to the faculty person. This overall rating, however, serves only to apprise the individual of his relative rating within the Division. It will give the faculty person an idea of the recommendation which will be made by the Division Chairman to the Academic Dean and President for merit pay increase. The final evaluation rating of the Division Chairman will not be included in the written evaluation submitted to the Academic Dean. The final evaluation is the responsibility of the President after review of the Chairman's and Dean's evaluations. Please see attachment for method of arriving at the overall evaluation rating.

10. The written evaluations submitted to the Academic Dean will include a copy of the faculty person's Report of Accomplishments. The faculty member is encouraged to share his/her views of self-evaluation with the Department Chairman during preparation of the Report of Accomplishments and with the Division Chairman during the evaluation conference.

11. Written rebuttal, if necessary, is to be directed to the Academic Dean if and only if the conference with the Division Chairman does not resolve the issue. Any conference with the Academic Dean or President over the evaluation prior to conference with the Division Chairman will be considered a breech of procedure and will automatically allow for reevaluation of the faculty person by the Division Chairman in the area(s) of Professional Development and/or Service to the Institution.

Under the current administrative structure Department Chairmen are to serve a supportive role in assisting faculty with setting activities and evaluating progress toward those activities. The final summative evaluation is the responsibility of the Division Chairmen. The overall evaluation is the responsibility of the Academic Dean and the President of the College.

The Department Chairman shall:

1. work with the faculty to set Departmental objectives within the framework of Goals of the Division and of the Planning for the Future Committee. Please see attachment for Division goals and objectives.

2. support and guide the faculty in the process of setting personal activities and in assessing progress toward those activities by
   a. assisting the faculty in assessing strengths and weaknesses.

   b. assisting the faculty in writing activities and establishing measurable outcomes. These activities will cover the period February 1, 1983 to February 1, 1984. If the activity was completed and reported as a portion of the self-evaluation submitted in February of 1983, it will not be included in this MMBO.

   c. assisting the faculty in balancing (weighting) the evaluation in three major areas of emphasis with teaching comprising no less than 50% of the overall evaluation.

d. encouraging the faculty to periodically submit materials which support the evaluation process. These materials are to be submitted in duplicate, one copy going to the Department and one to the Division Chairmen.

3. coordinate the student-teacher evaluation process within the dates specified.

4. evaluate the classroom performance of each of the teaching faculty by in-class visitation.

5. assist the faculty member in the preparation of a Report of Accomplishments to be submitted in writing to the Chairman of the Division.

The faculty shall:

1. formulate activities with the assistance of the Department Chairman and within the context of Divisional and College goals.

2. secure approval of personal activities from Department and Division Chairmen.

3. meet with both the Department and Division Chairmen at the beginning and at the conclusion of the evaluation period, and with the Department Chairman as needed.

4. periodically submit materials in support of the evaluation to both the Department and the Division Chairmen.

5. work with the Department Chairman in the preparation of a Report of Accomplishment emphasizing accomplishment of personal activities and contributions to the Division and the College as a whole.

6. conform to the published procedure within the time schedule.

The time schedule for the 1984-85 academic year is as follows:

April 2 - April 13	Faculty develop personal activities with the assistance of Department Chairman.
April 16 - April 20	Department and Division Chairmen review faculty MMBO's; initial rating of MMBO's occurs.
April 23 - April 27	Faculty receive MMBO ratings. Those who wish to improve the ratings receive suggestions for improvement.
April 25 - May 2	MMBO conferences with both Department and Division Chairmen.
May 28 - June 1	Renegotiation conferences if necessary with both Department and Division Chairmen.
June 4	Progress report for spring quarter (not to exceed one page). Any activity not reported for the 1983-84 academic year completed after February 1, 1984 can be included.
October 1 - October 5	Renegotiation conferences if necessary with both Department and Division Chairmen.
October 8	*Progress report for summer (not to exceed one page).
December 3 - December 7	Renegotiation conferences if necessary with both Department and Division Chairmen.
December 10	Progress report for fall quarter (not to exceed one page).
January 31	Summary Report of Accomplishments (SRA's) for 1984-85 submitted to Department Chairman. This will include progress on the MMBO and other accomplishments not included within the MMBO.
February 8	SRA's submitted to Division Chairman.
February 20 - February 22	Written evaluations to faculty from Division Chairman, opportunities for conferences.
March 8	Evaluations sent to Academic Dean.

*This progress report is for those activities which were scheduled for the summer period or which the faculty person wishes to be included as a portion of the final evaluation.

BRUNSWICK JUNIOR COLLEGE

Goals of the Division of General Studies

GOAL 1: To market our programs more effectively

Area		
(Service to the Institution) All	Obj.	To increase the number of students who are exposed to the programs of the Division directly and indirectly
	Obj.	To increase the number of students who enroll in our programs

GOAL 2: To increase the number of students who persist in our courses and programs

Area		
(Teaching)	Obj.	To build support systems which increase student potential for academic success in our courses
(Teaching)	Obj.	To strengthen basic skills through emphasis on these in our courses
(Service to the Institution/ Teaching)	Obj.	To encourage use of academic support systems on campus, e.g., the tutorial lab, language laboratory

GOAL 3: To develop our programs to meet the needs of the students and to reflect the balance we desire in a liberal arts education

Area		
(Service to the Institution) All	Obj.	To plan and implement an Honors Program
	Obj.	To plan and implement "writing across the curriculum"
	Obj.	To study and recommend program changes or modifications

GOAL 4: To emphasize faculty development

Area		
(Service to the Institution)	Obj.	To plan and implement a faculty development program
(Professional Development)	Obj.	To engage in scholarly publication
(Professional Development)	Obj.	To participate actively in professional organizations
(Professional Development)	Obj.	To engage in research

GOAL 5: To emphasize excellence in teaching

Area		
(Teaching)	Obj.	To emphasize personalized instruction
(Teaching)	Obj.	To relate course syllabi and content to the Department goals of the SCGI

GOAL 6: To support extracurricular student activities

(Service to the Institution)	Obj.	To support campus activities
	Obj.	To sponsor clubs, organizations and/or activities

GOAL 7: To support the Institution

(Service to the Institution)	Obj.	To accept difficult or time-consuming assignments on committees, in academic advisement, etc.
	Obj.	To serve the Brunswick Community in areas related to the instructor's professional competence

NOTE Each goal must be covered by each Department. Objectives may be added with the approval of the Department and Division Chairmen.

EXAMPLES OF RATINGS IN THE AREA OF PROFESSIONAL DEVELOPMENT FOR A WEIGHT OF APPROXIMATELY 20% OF THE MODIFIED MANAGEMENT BY OBJECTIVES:

For a rating of high:

Example 1

A. Additional academic work to improve proficiency in a given area (for person with doctorate)

B. One major data base research paper submitted for publication

C. Two articles/notes published in reputable journals

D. Two presentations at state and regional professional meetings

Example 2

A. Preparation of book in progress (solicited by publisher)

B. Research paper/study accepted for publication

C. Major office in professional organization

D. Reader for professional journal

Example 3

A. Active in national professional organization

B. One or more professional presentations

C. One major research publication

D. Major office in state professional organization

For a rating of good:

Example 1

A. Ongoing: research/publication

B. Active membership in professional organization(s)

C. One/two presentations at state or regional professional meeting(s)

Example 2

A. Manuscript submitted/published

B. Active participation in one or more professional organizations

C. Additional professional development, e.g., administrative, reader for journal, editor of newsletter, etc.

Example 3

A. Research in progress

B. Manuscript in progress for publication

C. Additional academic work to improve proficiency (for person with doctorate)

D. Working on prospectus for a book (solicited by publisher)

For a rating of needs improvement:

Example 1

A. Attendance at one professional meeting

Active membership is defined as involvement through participation on subcommittees, writing newsletters, serving on panels for discussions, etc. For a person who wished to weight the area at 10% the activities would be approximately one-half of those listed. It is assumed that all activities, especially those in progress, are documented. Chairmanships of Regents' Committees, active membership in state and national organizations, original research, research/publication which is self-motivated, presentations to professional organizations, improved academic proficiency (courses in computer science, data processing, etc.) and advanced academic study are valued highly. Persons who can balance their professional development in several areas are impressive. A new Department Chairman would have his/her administrative evaluation contribute to this area. Please note that the examples within a rating, e.g. "high," are not equivalent but cover a range considered, in my judgment, to fall within that rating. Please realize that these examples are only guidelines and are intended to give you an idea of the level of performance expected for a given rating. There are faculty within our Division who surpass the performance levels indicated in the examples of high ratings. Obviously few if any of your MBOs will look exactly like the examples.

EXAMPLES OF RATINGS IN THE AREAS OF SERVICE TO THE INSTITUTION FOR A WEIGHT OF APPROXIMATELY 20% OF THE MODIFIED MANAGEMENT BY OBJECTIVES:

For a rating of high:

Example 1

A. Sponsor of student club

B. Talks to High Schools (several)

C. Promotion of college through local organization(s)

D. Two/three publications for newspaper

E. Continuing Education course(s)

F. Heavy college committee work

G. Promoter for major activity for Department

H. Supportive of college extracurricular activities

I. Involved in recruitment visits, high school visits to campus, etc.

J. Promoter/organizer for workshop(s)

Example 2

A. Coordinator of major college student activity

B. Sponsor for two Department activities

C. Two/three publications for newspaper

D. Continuing Education course(s)

E. Heavy college committee work

F. College representative to local functions

G. Grant writer for college sponsored (co-sponsored) activities

H. General support of college extracurricular activities

I. Talks to local clubs and organizations (several)

J. Publish brochure(s) for recruitment, major area, etc.

For a rating of good:

Example 1

A. Co-coordinator of one major college activity

B. Cosponsor of one Department activity

C. One/tso article(s) for newspaper

D. Outstanding work in advising

E. Representative on one or more recruiting trips

F. General support of college extracurricular activities

Example 2

A. Sponsor of major Department activity

B. Heavy off-campus instructional responsibility

C. Active participant in intramurals

D. Volunteer for tutorial laboratory student review sessions

E. Detailed program evaluations for several major areas

F. General support of college extracurricular activities

For a rating of needs improvement:

Example 1

A. Generally supportive of college extracurricular activities

B. College committee participation

C. Generally supportive of Department activities

Again the emphasis is on balance among and support of a number of college activities. The examples listed in the high ratings are surpassed currently by faculty in our Division.

EXAMPLES OF RATINGS IN THE AREA OF TEACHING FOR A WEIGHT OF 50% OF THE MODIFIED MANAGEMENT BY OBJECTIVES:

In this area it is difficult to assess effectiveness. The personalized approach to instruction/support of instruction is valued but must be balanced with evidence of quality of instruction. The percentage weight can be as high as 65% if the faculty person can demonstrate personalized instruction and verify the quality of instruction.

Some ideas are listed in addition to the normal tasks and methods of evaluation of teaching:

A. Up-to-date and complete syllabi

B. Student-teacher evaluations (not to exceed 10% of the weight of the teaching area)

C. Knowledge of subject matter

D. Preparation of instructional material

E. Out of class conferences/tutoring sessions

F. Additional work assignments/graded/returned

G. Chapter outlines required

H. Study aids for instruction

I. Referral to and use of tutorial lab and language laboratory

J. Pre- and Post-tests to determine effectiveness

K. Lecture tapes/modular exercises on topics covered for remediation

L. Laboratory experiences/discussions/problem sets

M. Behavioral objectives for chapters

N. Post-test conferences/referrals for students below a certain performance level

O. Improving text and support materials

P. Videotaping and analysis by peers for feedback

Q. In-class visitations with colleagues and discussion of techniques, etc.

R. Visitations by Department and Division Chairmen

S. Student conducted interviews of other students who took class

In a positive way only (i.e., to increase a rating only)

T. Size of classes

U. Percent retention

V. Teaching off campus and at night

W. Teaching out of discipline

X. Teaching in several disciplines (for which the person is qualified)

Y. Teaching several preparations (3) in a given quarter.

Division Standing

The overall rating within the Division will be calculated in the following manner:

Numbers will be assigned to the ratings:

high: 8-10
good: 4-7
needs improvement: 1-3

The weight given a particular area will be multiplied by the number assigned.

The products for each area will be added together to arrive at an overall figure.

Example

Professional Development	High	8 x .20 = 1.6
Service to the Institution	Good	6 x .30 = 1.8
Teaching	High	8 x .50 = 4.0
		7.4

The number assigned will include progress on the modified management by objectives and additional accomplishments not included in the list of activities.

A person with a rating of 8 or above will receive an overall rating of high.
A person with a rating of 4 to 7.9 will receive a summative evaluation of good.
A person with a rating of 1 to 3.9 will be in need of improvement.

Note: The overall evaluations are for the purpose of merit pay increase only. These ratings will be shared in conference with the President and Academic Dean. The overall ratings will not be included in the written evaluations submitted to

the Dean or President. Moreover, there is no way to avoid some subjectivity in the process. The Chairman of the Division will be responsible for assigning the number value within a given rating (e.g., 8, 9, or 10 for a high rating) and will do so in consultation with the Department Chairman concerned. The final decision, however, will be the responsibility of the Chairman of the Division and will reflect his value judgment. Every attempt will be made to be as equitable and consistent as possible.

BEST COPY AVAILABLE

ASSESSMENT OF STRENGTHS, NEEDS, AND FIVE YEAR PLANS OF GENERAL STUDIES DIVISION

STRENGTHS	NEEDS	FIVE YEAR PLANS
1. Organization which gives unity to the arts and sciences.	1. Market our programs more effectively.	1. Increase the number of prospective students who are exposed to the programs of the Division directly and indirectly, Increase the number of students who enroll in ou programs, Implement a comprehensive contact-follow-through process for recruitment for the Division, Schedule family nights for prospective students, Conduct a phon-a-thon to students who have not attended College for one or more quarters,
	2. Increase the number of students who persist in our courses and programs.	2. Build support systems which increase student potential for academic success in our courses, Strengthen basic skills through emphasis on thes in our courses and through workshops devoted to study skills and time management, Encourage use of academic support systems on campus, e.g., the tutorial, language, accounting and computer laboratories, Extend support systems to off-campus centers.
	3. Develop our programs to meet the needs of the students and to reflect the balance we desire in a liberal arts education	3. Balance our programs by expanding our teaching resources in the fine arts, drama, music, art and dance, Study and recommend needed changes or modifications in programs, Expand the Law Enforcement and Criminal Justice Programs to include on-campus and off-campus offerings,

ASSESSMENT OF STRENGTHS, NEEDS, AND FIVE YEAR PLANS FOR
GENERAL STUDIES DIVISION (continued)

STRENGTHS	NEEDS	FIVE YEAR PLANS
		Promote the Computer Science program as a major and as a component of other areas of concentration Plan and implement "writing across the curriculum," Plan and implement an Honors Program.
. A well qualified, highly motivated, professional teaching faculty committed to the institution, and the service area of the College.	4. Emphasize faculty development.	4. Implement a faculty development program, Provide for opportunities for retraining for faculty in other academic areas, Strengthen relationships with the faculty of Senior Colleges within the system. Continue to engage in scholarly publication, Continue to participate actively in professional organizations, Engage in research.
	5. Emphasize excellence in teaching.	5. Emphasize personalized instruction, Relate course syllabi and content to the Department goals of the SCGI, Demonstrate effectiveness of instruction, i.e., outcomes assessments, Reinstate full-time faculty for the areas of Political Science, Sociology, Criminal Justice, and English,

ASSESSMENT OF STRENGTHS, NEEDS, AND FIVE YEAR PLANS FOR
GENERAL STUDIES DIVISION (continued)

STRENGTHS	NEEDS	FIVE YEAR PLANS
		Bring our science, computer, writing, language and accounting laboratories up to adequate levels with equipment to meet the needs of our student Seek grant money to strengthen our academic programs.
	6. Support extracurricular student activities.	6. Continue to support campus extracurricular activities. Continue to sponsor clubs, organizations and/or student activities.
	7. Support the institution.	7. Continue to accept difficult or time-consuming assignments on committees, in academic advisement, etc. Continue to serve the Brunswick community in areas related to the instructor's professional competence. Continue to offer courses through Continuing Education for the community. Plan and implement a summer enrichment program for prospective students.

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Appendix II

Enrollment Statistics for Division of General Studies

Fall Quarter Enrollment Statistics. . . . . .

Winter Quarter Enrollment Statistics . . . . . .

Spring Quarter Enrollment Statistics . . . . . .

Annual Enrollment Statistics . . . . . .

Comparison of Number of Sections Offered
by Department 1982-83 and 1983-84 . . . . . .

Brunswick Junior College

Altama at Fourth

Brunswick, Georgia 31523

October 20, 1983

Division of General Studies

A Unit of the
University System of Georgia

MEMORANDUM

TO: President Teel
Dean Stapleton
Ms. Barber

FROM: Harry M. Langley, Chairman
Division of General Studies HML

RE: Fall Quarter Enrollment Statistics

I have analyzed the enrollment data for fall quarter and have grouped them in six tables. Five additional tables present data on faculty teaching in Developmental Studies, additional courses, three or more preparations, classes with at least 30 students and average class sizes of 25 or more. I will discuss each table briefly and summarize.

NOTE: The number of "course equivalents" refers to the course load for an instructor. The number 3 was used for all faculty teaching full-time (with no additional courses) even when there were several sections listed, e.g., one faculty member is listed with five (5) sections but those five constitute a full load or the equivalence of three five-hour classes. Therefore, a "course equivalent" of 3 was used.

Table I - Table I gives the average class size for day courses only for each Department in General Studies. The average class size for Business was 31, for Humanities = 20.8, for Natural Sciences/Mathematics = 28.7, and for Social Sciences = 32.5. These figures surpass those of last year in which the highest class average of any Department was 28.2 students.

Table II - Table II gives the average class size for night courses only (on-campus) for each Department. Average class sizes were Business = 23.3, Humanities = 17.6, Natural Sciences/Mathematics = 16.0, and Social Sciences = 15.0. Compared to last year our night school enrollment is low. Class sizes in night school fall of 1982 ranged from 18.3 - 27.3 students. The same number of courses was offered although the number offered per Department varied.

Table III - Table III gives the class size of the one course offered by our full-time faculty off campus.

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Table IV - Table IV is a combination of all classes offered during the day, night and off campus taught by our full-time faculty. The average class sizes were: Business = 27.9, Humanities = 20.4, Natural Sciences/Mathematics = 26.5, and Social Sciences = 29.8. The average class size for the Division was 25.6 students.

Table V - Table V lists the off-campus courses not taught by our full-time faculty. The number of courses offered was five (5), and the average class size was 9.6 students. Journalism was included in this category since its revival was in part an attempt to aid the student newspaper. The Division supports the course fully, but does so at an enrollment level below the usually accepted cut-off for part-time on-campus instruction. To prevent a biasing of the enrollment statistics for the Department of Humanities, I chose to list the course in this category.

Table VI - Table VI compares the total number of student hours generated by each Department during the last five (5) fall quarters. Comparing the student hours produced this quarter with those of fall of 1982, there are slight fluctuations in three departments and a 25% increase in Natural Sciences and Mathematics. The total number of student hours generated increased by 407 (647) this year compared to fall of 1982. The (647) includes hours offered off campus by adjunct faculty. The Division produced 53.1% of the total hours generated by the College. This is an increase of 8.75% over the number of hours produced by the Division for fall of last year.

Table VII - Table VII lists the number of classes taught by our faculty in Developmental Studies. There were six classes offered, three in English and three in Math. If I estimate the class size at 24 this increases the Division's contribution to the total student hours generated by the College to 57.8% (24 x 5 x 6 = 720; 720 + 8035 = 8755/15141 = 57.8%)

Table VIII - Table VIII lists the additional courses offered by our faculty this quarter. There were five (5) additional courses taught.

Table IX - Table IX gives the number of faculty who have taught three or more preparations for fall quarter.

Table X - Table X lists the faculty who teach classes with an enrollment of at least 30 students. Fourteen of our faculty teach at least one class with 30 or more students.

Table XI - Table XI lists the faculty who average 25 or more students per class fall quarter. Fifteen of our faculty fall into this category and eight have an average class size of 30 or more students.

To Summarize
Fall 1983 - The average class size for our Division was 25.6 students. Department class averages ranged from 20.4 in Humanities to 29.8 in Social Sciences. Of the

total number of student hours generated by the College the Division of General Studies produced 8035 through its own course offerings and contributed an estimated 720 student hours through instruction in Developmental Studies. Although our faculty comprise about 40% of the instructional faculty of the College, they produced approximately 58% of the total number of student hours.

Again the faculty of the Division have responded to the needs of the College by contributing to instruction in Developmental Studies, by teaching additional classes, by teaching relatively large sections, and by accepting course assignments with multiple preparations.

jt

ENROLLMENT STATISTICS FALL QUARTER 1983

TABLE I — Day--Includes FLETC

Department	# of course equivalents	# of student hours	average class size
Business	6	930	31
Humanities*	16.5	1720	20.8
Natural Sciences/ Mathematics	16	2297	28.7
Social Sciences	11	1788	32.5
Totals	49.5	6735	27.2

TABLE II — Night

Department	# of course equivalents	# of student hours	average class size
Business	4	465	23.3
Humanities	2.5	220	17.6
Natural Sciences/ Mathematics	2	160	16.0
Social Sciences	2	150	15.0
Totals	10.5	995	19

TABLE III — Off-campus taught by our full-time faculty

Department	# of course equivalents	# of student hours	average class size
Business	0	-	-
Humanities	0	-	-
Natural Sciences/ Mathematics	1	65	13
Social Sciences	0	-	-
Totals	1	65	13

*Journalism 101 was not included. It was offered with low enrollment in support of the newspaper and athletics. Inclusion would unfairly bias the data.

TABLE IV Combined Day/Night/Off-Campus taught by FT Faculty

Department	# of course equivalents	# of student hours	average class size
Business	10	1395	27.9
Humanities	19	1940	20.4
Natural Sciences/ Mathematics	19	2522	26.5
Social Sciences	13	1938	29.8
Totals	61	7795	25.6

TABLE V Off-Campus not taught by our FT Faculty

Department	# of course equivalents	# of student hours	average class size
Business	0	-	-
Humanities*	2	105	10.5
Natural Sciences/ Mathematics	0	-	-
Social Sciences	3	135	9
Totals	5	240	9.6

TABLE VI Fall Quarter Comparison Table--No. of Student Hours

Department	1979	1980	1981	1982	1983
Business	1095	1115	1475	1255	1395
Humanities	1954	2184	2033	1963	1940(2045)
Natural Sciences/ Mathematics	1936	1716	1850	2061	2522
Social Sciences	2116	2101	1870	2109	1938(2073)
Totals	7101	7116	7228	7388	7795(8035)
Percent of College Total	(53.6)	(50.7)	(51.6)	(49.5)	(52.3)(53.1)

*Includes Journalism 101 although not technically offered off-campus.

TABLE VII Classes Taught in Developmental Studies by our Faculty

English	3	--	Dr. Barber (2); Ms. Brown (1)
Math	3	--	Dr. Hiskey (2); Dr. Lokken (1)
Total	6		

TABLE VIII Additional Courses Taught by our Faculty Fall Quarter

Business	2	--	Dr. Sterrett (1); Mr. Watson (1)
Humanities*	2	--	Dr. Freeman (1); Ms. Brown (1)
Natural Sciences/ Mathematics	1	--	Dr. Hiskey
Total	5		

TABLE IX Persons With Three or More Preparations (course listings separate)

Carolyn Brown (3) Mary Freeman (4) Jack Sterrett (3)

James Edwards (5) John Hamilton (4)

TABLE X Faculty Who Are Teaching Classes With Enrollment of at Least 30 Students

Denty	(1)	Ridgley	(1)	Strickland	(1)	Watson	(1)	Langley	(2)
Gann	(2)	Willis	(2)	Doss	(2)	Altman	(3)	Whittle	(2)
Pryor	(2)	Freeman	(1)	Sterrett	(1)	Hamilton	(1)		

TABLE XI Faculty Who Average 25 or More Students Per Class Taught

(3) Altman (36.3)	(3) Watson (33.7)	(3) Gann (30)
(3) Keferl (27)	(4) Brown (25)	(3) Pryor (32.7)
(2) Langley (32.5)	(1) Strickland (30)	(4) Freeman (26.3)
(3) Whittle (26.3)	(2) Olson (26.5)	(2) Ridgley (26)
(3) Doss (30.3)	(3) Denty (27.3)	(2) Willis (36.5)

Eight of these faculty have an average class size of 30 or more students.

*Necessary due to resignation

jt
10/20/83

Brunswick Junior College

Altama at Fourth

Brunswick, Georgia 31523

April 5, 1984

Division of General Studies

A Unit of the
University System of Georgia

MEMORANDUM

TO: President Teel
Dean Stapleton
Faye Barber, Comptroller

FROM: Harry M. Langley, Chairman
Division of General Studies

RE: Winter Quarter Enrollment Statistics for the Division of General Studies

Attached is an analysis of enrollment for the Division of General Studies for winter quarter, 1984. Tables I, II and III give the average class sizes for day, evening, and off-campus classes respectively taught by our full-time faculty. The average class size for all courses taught by our full-time faculty is approximately 24 students (23.7--refer to Table IV).

The total number of student hours by department is given in Table VI. Humanities and Natural Sciences generated approximately as many student hours as our peak winter quarter of 1983. Business was down 165 student hours, but the statistics are misleading. In the winter of 1983 there were 10 courses offered by the Department of Business, two of these being at FLETC. In the winter 1984 the Department offered 8 courses and one of these was at FLETC. If the FLETC class offered in February of 1984 had been included in the student hours reported there would have been no significant difference between student hours for 1983 and 1984. Moreover, in an attempt to recover from overloads in the Business Department for fall quarter, there was one less course offered winter than normally. The Department of Social Sciences was down 260 student hours. It is interesting that enrollment in that Department during winter quarters fluctuates in a two year cycle (refer to Table VI). The Division was down 5.8% in student hours when compared to winter of 1983. If the 29 students enrolled in BA 110 (FLETC in February) was figured into this quarter, the Division was down 3.9%.

The Division contributed 51.9% of the student hours generated winter quarter. To this can be added 3.3% (465 student hours) taught by Division faculty for

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Developmental Studies.

There were 8 faculty with three or more preparations for the quarter. There were 17 classes of at least 30 students, and 12 faculty had average class sizes of at least 25 students.

jt
c: Department Chairmen

Enrollment Statistics Winter Quarter 1984

Table I Day--includes FLETC

Department	# of Course Equivalents	# of Student Hours	Average Class Size
Business	5	830	33.2
Humanities	12.5	1411	22.8
Natural Sciences/ Mathematics	17	1948	23.6
Social Sciences	12	1570	26.2
Totals	46.5	5759	25.1

Table II Night

Department	# of Course Equivalents	# of Student Hours	Average Class Size
Business	3	280	18.7
Humanities	4.5	392	18.2
Natural Sciences/ Mathematics	2	230	23.0
Social Sciences	3	305	20.3
Totals	12.5	1207	19.6

Table III Off-Campus taught by our full-time faculty

Department	# of Course Equivalents	# of Student Hours	Average Class Size
Business	0	-	-
Humanities	0	-	-
Natural Sciences/ Mathematics	0	-	-
Social Sciences	1	60	12
Totals	1	60	12

Table IV Combined Day/Night/Off-Campus Taught by FT Faculty

Department	# of Course Equivalents	# of Student Hours	Average Class Size
Business	8	1110	27.8
Humanities	17	1803	21.6
Natural Sciences/ Mathematics	19	2178	23.5
Social Sciences	16	1935	24.2
Totals	60	7026	23.7

Table V Off-Campus Not Taught by FT Faculty

Department	# of Course Equivalents	# of Student Hours	Average Class Size
Business	0	-	-
Humanities	0	-	-
Natural Sciences/ Mathematics	0	-	-
Social Sciences	4	235	11.8
Totals	4	235	11.8

Table VI Winter Quarter Comparison--No. of Student Hours

Department	1980	1981	1982	1983	1984
Business	965	1105	1065	1275	1110
Humanities	2024	1927	1967	1833	1803
Natural Sciences/ Mathematics	1631	1686	1962	2170	2178
Social Sciences	1880	2350	1775	2430	1935 (2170)
Totals	6500	7068	6769	7708	7026 (7261)
Percent of College Total	52.4	51.8	51.8	52.6	50.2 (51.9)

Table VII — Classes Taught in Developmental Studies by our Faculty

Developmental English	2	Dr. Barber (1); Mr. Gann (1)
Developmental Math	2	Dr. Hiskey (1); Mr. Whittle (1)
Total	4	an additional 465 student hours generated by faculty of this Division

Table VIII — Additional Courses Taught by our Faculty Winter Quarter

Social Sciences	2	Dr. Ridgley (1); Dr. Barber (1) Mr. Gann taught an overload for 3 weeks in Political Science 101.
Total	2	

Table IX — Persons With Three or More Preparations (course listing separate)

Edwards (7)	Hamilton (4)	Whittle (3)
Holloway (3)	Hiskey (3)	Ridgley (4)
Barber (3)	Lokken (3)	

Table X — Faculty Who Are Teaching Classes With Enrollment of at Least 30 Students

Doss (2)	Brown (1)	Altman (1)	Denty (1)
Sterrett (1)	Edwards (1)	Keferl (1)	Ridgley (2)
Watson (2)	Freeman (1)	Langley (1)	Barber (1)
	Holloway (1)	Whittle (1)	

Table XI — Faculty Who Averaged 25 or More Students Per Class Taught

(3) Doss (27.7)	(3) Altman (27.7)	(3) Whittle (25.3)
(3) Watson (30)	(3) Keferl (27)	(3) Denty (27)
(2) Olson (25.5)	(2) Langley (32.5)	(3) Ridgley (30.7)*
(3) Edwards (26)	(1) Stapleton (27)	(2) Willis (25.5)

*on-campus only

SPRING QUARTER ENROLLMENT STATISTICS

I have analyzed enrollment data for spring quarter. This was a more difficult task than usual since I was unable to obtain the necessary reports from Data Processing. Therefore, I took a printout of courses by code with numbers of students in each course, and group data by Departments. To the best of my knowledge the following are accurate data.

Table I gives the average class size for day classes only, including those offered at FLETC.

Table II gives the average class size for night classes only.

There were no classes taught off-campus by full-time faculty during the spring quarter.

Table III gives the combined day and night class sizes for spring quarter. The average for the Division was 20.9 students per class.

Table IV gives the number of off-campus courses and average class sizes for those classes taught by part-time faculty at Kings Bay and Ft. Stewart.

Table V gives a comparison of student hours for spring quarters from 1980-84. There was a 9.4% decrease in enrollment when spring of 84 was compared to spring of 83. The total number of student hours produced in spring of 1984, however, did exceed the number produced in spring of 1982. It is interesting to note that while the Division experienced a decrease in spring quarter enrollment in 1984 compared to 1983, it generated 51% of the total student hours of the college compared to 49.9% for 1983.

Table VI lists the number of classes offered by Divisional faculty for Developmental Studies.

Table VII gives the faculty who had three or more preparations.

Table VIII lists the faculty who teach classes with an enrollment of 30 students.

Table IX lists the faculty who average 25 or more students per class for spring quarter.

In summary: The average class size for the Division for spring quarter was 20.9 students; the range was from 18 (Natural Sciences) to 24.2 (Social Sciences). There were a few courses of low enrollment which had not been offered by Natural Sciences for two years. Students majoring in areas needing those courses must be served. The number of student hours produced by the Division decreased by 9.4% when compared to the previous year; there was a slight increase of 1.5% when compared to spring of 1982.

ENROLLMENT STATISTICS SPRING QUARTER 1984

TABLE I Day--Includes FLETC

Department	#of Course Equivalents	# of Student Hours	Average Class Size
Business	8	990	24.8
Humanities	15.5	1490	19.2
Natural Sciences/ Mathematics	14.0	1297	18.5
Social Sciences	11.0	1356	24.7
	48.5	5133	21.2

TABLE II Night

Department	# of Course Equivalents	# of Student Hours	Average Class Size
Business	2	205	20.5
Humanities	1.5	130	17.3
Natural Sciences/ Mathematics	2	140	14.0
Social Sciences	3	340	22.7
	8.5	815	19.2

Off-campus taught by full-time faculty = none were taught by FT faculty

TABLE III Combined Day/Night courses taught by FT Faculty (includes FLETC)

Department	# of Course Equivalents	# of Student Hours	Average Class Size
Business	10	1195	23.9
Humanities	17	1620	19.1
Natural Sciences/ Mathematics	16	1437	18.0
Social Sciences	14	1696	24.2
	57	5948	20.9

TABLE IV Off-Campus not taught by FT Faculty

Department	# of Course Equivalents	# of Student Hours	Average Class Size
Business	1	60	12
Humanities	1	55	11
Natural Sciences/ Mathematics	-	--	--
Social Sciences	2	110	11
	4	225	11.3

TABLE V Spring Quarter Comparison--No. of Student Hours

Department	1980	1981	1982	1983	1984
Business	835	1000	990	1205	1255
Humanities	1645	1746	1893	1939	1675
Natural Sciences/ Mathematics	1451	1671	1666	1747	1437
Social Sciences	1695	2145	1530	1920	1806
Total for Division =	5626	6562	6079	6811	6173
Percent of College Total =	(50.0)	(50.7)	(49.6)	(49.9)	(51.0)

Table VI Number of courses taught by our faculty in Developmental Studies

2 Developmental Math (1) Dr. Hiskey; (1) Mr. Whittle

Table VII Faculty who taught three (3) or more preparations

Sterrett	Keferl	Hamilton
Edwards	Whittle	Denty
Holloway	Altman	Lokken

Table VIII Faculty who taught one or more classes with 30 or more students

(1)	Sterrett	(2)	Denty
(2)	Watson	(1)	Willis
(1)	Doss	(1)	Whittle
(1)	Edwards	(1)	Hamilton
(2)	Gann	(2)	Strickland
(1)	Cumming		

Table IX Faculty who average 25 or more students per class

(3 - 30.3)	Sterrett	(3 - 26.3)	Gann
(3 - 25.3)	Watson	(3 - 34.3)	Denty
(2 - 29.5)	Strickland	(1 - 30)	Willis
(2 - 25.5)	Whittle	(1 - 27)	Ridgley
(1 - 26)	Langley		

First number in parenthesis is number of classes; second number is average class size.

ANNUAL ENROLLMENT STATISTICS

The enrollment data for the academic year 1983-84 has been analyzed and is presented in Tables I - XII. A description of each of the tables follows.

Table I gives the average class size by department for the 1983-84 academic year. The range was from 20.8 (Humanities) to 29.0 (Business) students per class. The average for the Division was 24.4 students; this compares to 24.5 students for 1982-83.

Table II lists the number of courses offered in the day program including FLETC.

Table III lists the number of student hours produced by day classes including FLETC.

Table IV gives the average class size by department for night courses only. The yearly average range was 17.5 (Humanities) to 21.1 (Business) students with an average of 19.2 students for the Division for the year; this compares to an average class size of 21.7 students for 1982-83.

Table V lists the number of courses offered by department in the night program.

Table VI lists the number of student hours produced by night classes.

Table VII gives the average class size for courses offered by full-time faculty off-campus.

Table VIII gives the number of classes and the average class size for courses offered off-campus and taught by adjunct faculty.

Table IX gives the combined average class size for day, night classes and off-campus classes taught by full-time faculty. The yearly divisional average was 23.3 students compared to 23.2 for the 1982-83 academic year.

Table X gives the number of courses offered by department for the 1983-84 academic year. These figures do not include those courses taught by adjunct faculty off-campus.

Table XI gives the number of student hours produced by department excluding off-campus courses taught by part-time faculty.

Table XII compares the total student hours produced by the Division in 1981-82, 1982-83, and 1983-84. While there was a 2% decrease between 82-83 and 83-84, the latter was still 7% above 81-82 enrollment.

Division of General Studies

Table I

Average Class Size by Department for the 1983-84 Academic Year

Day Classes Only

Department	Fall	Winter	Spring	
Business	31	33.2	24.8	29.0
Humanities	20.8	22.8	19.2	20.8
Natural Sciences/Math	28.7	23.6	18.5	23.6
Social Sciences	32.5	26.2	24.7	27.7
Division Average	27.2	24.8	21.2	24.4

Table II

No. of Courses Offered Day (Includes FLETC)

Department	Fall	Winter	Spring	Total
Business	6 (1)	5 (1)	8 (3)	19
Humanities	16.5	12.5	15.5	44.5
Natural Sciences/Math	16	17	14.0	47
Social Sciences	11	12	11.0	34
Total	49.5	46.5	48.5	144.5

Table III

No. of Student Hours for Day Classes (Includes FLETC)

Department	Fall	Winter	Spring	Total
Business	930	830	990	2750
Humanities	1720	1411	1490	4621
Natural Science/Math	2297	1948	1297	5542
Social Science	1788	1570	1356	4714
Total	6735	5759	5133	17627

Table IV

Average Class Size by Department for the 1983-84 Academic Year

Night Courses Only

Department	Fall	Winter	Spring	Yearly Average
Business	23.3	18.7	20.5	21.1
Humanities	17.6	18.2	17.3	17.5
Natural Sciences/Math	16.0	23.0	14.0	17.7
Social Sciences	15.0	20.3	22.7	19.9
	19.0	19.3	19.2	19.2

Table V

No. of Courses Offered Night

Department	Fall	Winter	Spring	Total
Business	4	3	2	9
Humanities	2.5	4.5	1.5	8.5
Natural Sciences/Math	2	2	2	6
Social Sciences	2	3	3	8
	10.5	12.5	8.5	31.5

Table VI

No. of Student Hours for Night School

Department	Fall	Winter	Spring	Total
Business	465	280	205	950
Humanities	220	392	130	742
Natural Sciences/Math	160	230	140	530
Social Sciences	150	305	340	795
Division Totals	995	1207	815	3017

Table VII

Average Class Size
Off-Campus taught by our full-time faculty (not including FLETC)

Department	Fall	Winter	Spring	Total
Business	--	---	---	---
Humanities	--	---	---	---
Natural Sciences/Math	(1) 13	---	---	13
Social Science	--	(1) 12	---	12

Table VIII

Off-Campus Not Taught by FT Faculty Academic Year 1983-84

Department	Quarter	# Course eq.	# St. Hours	Avg. Class Size
Humanities	Fall	2	105	10.5
Social Sciences	Fall	3	135	9
Social Sciences	Winter	4	235	11.8
Business	Spring	1	60	12
Humanities	Spring	1	55	11
Social Sciences	Spring	2	110	11
		13	700	10.8

Table IX

Average Class Size by Quarter Day/Night Courses/Off-campus Taught by FT Faculty

Department	Fall	Winter	Spring	Yearly Average
Business	27.9	27.8	23.9	26.4
Humanities	20.4	21.2	19.1	20.2
Natural Sciences/Math	26.5	22.9	18.0	22.7
Social Science	29.8	24.2	24.2	25.9
Division Averages	25.6	23.4	20.9	23.3

Table X

No. of Courses Offered Day/Night and Off Campus by FT Faculty

Department	Fall	Winter	Spring	Total
Business	10	8	10	28
Humanities	19	17	17	53
Natural Sciences/Math	19	19	16	54
Social Science	13	16	14	43
	61	60	57	178

Table XI

No. of Student Hours Excluding Off-Campus Taught by PT Faculty

Department	Fall	Winter	Spring	Total
Business	1395	1110	1195	3700
Humanities	1940	1803	1620	5363
Natural Sciences/Math	2522	2178	1437	6137
Social Science	1938	1935	1696	5569
	7795	7026	5948	20769

Table XII Total Student Hours 1981-1984 for General Studies

	Total Student Hours	
1981-82	20076	
1982-83	21907	+ 9%
1983-84	21469	+ 7% - 2%

The table attached compares the numbers of sections per quarter by department in academic years 1982-83 and 1983-84. The number of sections is further separated into those offered in the day and night programs. The total numbers of sections does not vary from 1982-83 to 1983-84. The average class size for day classes remains unchanged from one year to the next. The average class size for night school, however, decreased 2.5 students per class. This difference in night school enrollment alone accounts for the 2% decrease in total student hours from 1982-83 to 1983-84. Close examination of the night school program, the courses offered, advisement, counseling, and other support services are needed to prevent further erosion of enrollment in the night program.

NUMBER OF SECTIONS OFFERED

	1982-83 Academic Year				1983-84 Academic Year			
	Fall	Winter	Spring	Total	Fall	Winter	Spring	Total
Business	9	12	9	30	10	8	10	28
Humanities	21	15	18	54	19	17	17	53
Nat. Sci/Math	16	17	19	52	19	19	16	54
Soc. Sciences	18	17	14	49	13	16	14	43
Total	64	61	60	185	61	60	57	178
Day Classes Only								
Business	6	7	6	19	6	5	8	19
Humanities	17	13	15	45	16.5	12.5	15.5	44.5
Nat. Sci/Math	15	15	17	47	16	17	14	47
Soc. Sciences	13	12	10	35	11	12	11	34
Total	51	47	48	146	49.5	46.5	48.5	144.5
	Average Class Size = 24.5				Average Class Size = 24.4			
Night Classes Only								
Business	3	4	2	9	4	3	2	9
Humanities	3	2	3	8	2.5	4.5	1.5	8.5
Nat. Sci/Math	1	2	2	5	2	2	2	6
Soc. Sciences	3	4	3	10	2	3	3	8
Total	10	12	10	32	10.5	12.5	8.5	31.5
	Average Class Size = 21.7				Average Class Size = 19.2			
Off-Campus Taught by FI Faculty								
Business	--	1	1	2	--	--	--	0
Humanities	1	--	--	1	--	--	--	0
Nat. Sci/Math	--	--	--	0	1	--	--	1
Soc. Sciences	2	1	1	4	--	1	--	1
Total	3	2	2	7	1	1	0	2
	Average Class Size = 8.9				Average Class Size = 12.5			

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Appendix III

Faculty Development Planning Session

November 30, 1983

Division of General Studies

Division Meeting

Agenda

1. Faculty Development

2. Evaluations -- Faculty
   -- Secretaries
   -- Division Chairman

3. Law Enforcement Certificate

4. Duplicating Center

5. Additions to Data Processing

6. MMBO's for 1984-85

7. Miscellaneous -- sick leave
   -- incompletes
   -- faculty exchange
   2 days/week - afternoon or night

From the following list select three activities which you think should be implemented at BJC in the near future. Prioritize your list.

Workshops, seminars, programs:

_____ that explore various methods or techniques of instruction.

_____ dealing with new or different approaches to develop curricula.

_____ on testing and evaluating student performance.

_____ to acquaint faculty with goals of the instation and types of students enrolled.

_____ to help faculty improve their academic advising and couseling skills.

_____ to help faculty improve their research and scholarship skills.

_____ to improve the management of departmental operations.

_____ that explore general issues or trends in education.

_____ that assist faculty in use of audio visual aids in instruction.

_____ that aid faculty in the use of computer-assisted-instruction.

_____ that assist faculty in the development of course objectives and course design.

_____ that use simulated procedures which enable faculty to learn and practice specific teaching skills.

_____ that explore faculty affective development such as improving interpersonal skills, stress management, development of human potentials, managing time, communication skills, physical health and exercise.

_____ on writing grant proposals

_____ other _____

1. _____
2. _____
3. _____

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Denty

From the following list select five activities which you think should be implemented or continued at BJC. Prioritize your list.

_____ Annual awards to faculty for excellence in teaching.

_____ Circulation of newsletter, articles, etc. that are pertinent to teaching improvement or faculty development.

_____ A specific calendar period set aside for professional development.

_____ Temporary teaching load reductions to work on a new course, major course revision, or research area.

_____ Travel grants to refresh or update knowledge in a particular field.

_____ Travel funds available to attend professional conferences.

_____ Visiting scholars program that brings people to the campus for short and long periods.

_____ Summer grants for projects to improve instruction or courses.

_____ Formation of a campus committee on faculty development.

_____ Plan workshops, seminars and programs to enhance the growth and development of faculty.

_____ Visitations to other institutions to review educational programs or innovative projects.

_____ Faculty exchange program with other institutions.

_____ Faculty take course offered by colleagues.

_____ Faculty take tuition-free courses at University System instutions.

_____ Personal counseling provided individual faculty members on career goals, and other personal development areas.

_____ Other _____

1. _____
2. _____
3. _____
4. _____
5. _____

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Subgroup Handout

Subgroup A	Subgroup B	Subgroup C
*Ridgley	*Keferl	*Sterrett
Freeman	Brown	Holloway
Watson	Doss	Edwards
Hamilton	Hiskey	Altman
Whittle	Barber	Lokken
Denty	Pryor	Gann
Willis		

*Facilitators

Subgroup Tasks

1. From among your lists of faculty development activities select three on which the subgroup can agree and list these in order of priority.

2. From among your lists of faculty development workshops select three on which you agree as a subgroup and list these in order of priority.

3. Appoint a report person to write the lists on the blackboard. This person should also make a short report to the Division concerning the rationale for the selections.

*Facilitators are responsible for keeping the subgroup on task and assuring that all members of the committee have an opportunity to express their views.

BRUNSWICK JUNIOR COLLEGE

Division of General Studies
Minutes

The Division of General Studies met on November 30, 1983. Members present: Freeman, Hamilton, Denty, Keferl, Brown, Doss, Hiskey, Barber, Sterrett, Holloway, Edwards, Altman, Lokken, Gann and Langley.

The meeting followed the agenda (attachment I).

I. Business of the Division:
   A. Dr. Langley distributed a handout on Division notes/deadlines and discussed it briefly (attachment II).

   B. Dr. Sterrett presented a proposal to the Division to add Computer Science 110 to Area IV in Business Administration. A motion was made to accept the proposal. Discussion followed. The proposal passed (attachment III).

   C. The floor was opened for announcements from the faculty.

II. Faculty Development: Dr. Denty made a presentation on faculty development. He pointed out that after all is said and done there is often more said than done. There is a need for some formal design for faculty development within the Division. Dr. Denty then distributed two questionnaires and asked the faculty to list five activities which should be implemented or continued at BJC. Faculty were also asked to select three activities--workshops, seminars or programs--which should be implemented (attachment IV).

III. Subgroup discussions: Once the faculty had completed the questionnaires three subgroups were formed and each subgroup was asked to reach concensus among its members on activities and workshops, etc. (attachement V). After discussion the groups listed their activities and workshops on the board and discussed each briefly. A summary of the outcomes follows.

<u>The activities suggested by three subgroups of the Division of General Studies are listed below</u>. The number of times the activity was listed is shown in parentheses.

Summer grants (2)--for faculty to pursue research interests, work on new course designs, etc.
Teacher reductions (2)--for special faculty projects. Reduction can be offset by innovative course scheduling or larger class sizes in some classes.
Travel funds (2)--for professional travel
Travel grants (1)--to pursue study for short periods at other universities, libraries, etc.
Scholar exchange (1)--with other colleges within the System for a period of one quarter.
Plan workshops (1)--see below for ideas

<u>The workshops selected by subgroups of the Division of General Studies are listed below.</u>
Various techniques and methods of instruction (2)
Computer assisted instruction (3)--for new ideas in teaching methodology
Testing and Evaluation (2)
Development of Grant proposals (1)

"Affective" skill development (1)
Rotational quarter leave (1)

The faculty were asked to submit specific suggestions for each of the catagories selected. Some of those suggestions follow:

Faculty Suggestions

Temporary Teaching Load Reductions (Mini-Sabaticals)

A mini-sabatical would be a quarter off with full pay. Each department would have one mini-sabatical every year and it would be awarded to each member of the department on a rotating basis. Mini-sabaticals could be awarded in the summer for faculty who preferred it. There are quarters in which a faculty member becomes indispensible, but usually schedules can be rearranged if one knows a year ahead of time that a given professor will be off a certain quarter. The professor may or may not be retained on committees. The professor would not be asked to do special jobs by the administration that were not agreed upon in the MBO before the sabatical took place.

All professors who are involved with setting up laboratories or have actual class contact beyond 15 hrs/week cannot do much planning, writing, research or work on improvements for courses. Also, in many courses there are numerous homework assignments which must be graded. In mathematics this might be as high as 300/ quarter. Professors are in a bind when their courses have a high enrollment and they want to assign a lot of homework. The work load can get out of hand. This kind of load cannot continue quarter after quarter, year after year without burn out or some bitterness or resentment. Teaching reductions are imperative in order to improve courses, work on laboratory manuals and revise laboratory exercises.

Travel Grants

Travel grants are frequently necessary in order to
1. Go to extended workshops
2. Improve expertise in special areas in which one teaches
3. Retrain a professor
4. Rejuvenate and remotivate
5. Stimulate scholarship
6. Broaden ones horizons

Most travel grants would probably be in the form of a summer grant since it is very difficult for a professor to get free for an extended period of time during the regular school year. Of course, a travel grant or a summer grant could accompany a mini-sabatical.

"It is presently becoming more time consuming for scientists to remain current in their respective fields than it is for them to prepare for their specific lectures or student laboratory activities. If they are not routinely reading a variety of journals and attending periodic disciplinary conferences, they get out of touch quickly." George R. Conger, 1984, What's A Good Teacher? Community and Junior College Journal.

"The key point that comes through to me concerning methods is that the good teachers have selected styles and aids that best fit their individual personalities and their subject, and they use them well. They stay alert to new possibilities, and they may even experiment and modify. All teachers need to know what is going on in their trade or discipline. Good teachers make it a point to be current. Many of them are in their own laboratory running their own experiments or making personal

observations."
George R. Conger, 1984, What's A Good Teacher? Community and Junior College Journal.

Travel Funds

1. To attend professional meetings in one's field of expertise.

2. Each professor should be given a certain amount of freedom to travel to other places to discuss and learn from his respected peers.

3. We cannot always have workshops at home which deal with teaching, testing and evaluation. English, history and science are different kinds of disciplines and require different methods and techniques.

4. In my experience, in house workshops on some subjects are not as productive as they would be if I were removed from my daily school problems, my peers, and the administrators. Religion and business have used retreats for many years as ways of revitalizing their employees.

5. Travel funds have got to be stabilized and not eliminated every time there is some financial crisis. A faculty member cannot plan ahead if the funds are removed in the middle of a school year.

Conger (1984) listed in What's A Good Teacher? eight parts for a definition of a good teacher and four (asterisks) of the eight parts can be promoted and fostered by the mini-sabatical, travel grants and travel funds.

1. Good college teachers understand and like college people.
*2. Their teaching is grounded in sound scholarship.
3. They use their personalities effectively.
*4. They know why they are teaching what they are teaching.
*5. Their teaching is characterized by relevance.
*6. They employ the methods they have learned to use most advantageously.
7. They are enthusiastic.
8. They do not think of themselves as being superior to their students.

Faculty Development Grant

A Faculty Development Grant for a summer could be used to develop a set of organic chemistry experiments that would be more appropriate for use with out students and laboratory facilities than any set of experiments in a presently published laboratory manual.

Many organic experiments take longer than the typical experiments used in the inorganic laboratories. Therefore, checking out a complete organic procedure in detail often requires several hours of work in a row. This cannot be done in one or two hour periods between classes. However, in a summer, with a faculty development grant, enough time could be devoted to carefully check out experimental procedures and write a set of experiments.

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
NOV 8 1985